Redborne Upper School

Artificial Intelligence (AI) Policy

This policy will be monitored annually by the Assistant Head responsible for data (Ian Belcher).

This policy will be evaluated and reviewed every three years by the pastoral committee and the senior leadership team.

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

Date approved by governors: July 2025

Date of union consultation:

Date for Review: July 2028

Table of Contents

Table of Contents 2
School acknowledgement 3
Artificial Intelligence Policy 4
1. Aims and scope 4
2. Regulatory principles 4
3. Roles and responsibilities 5
4. Staff and governors' use of AI 6
5. Process for approval 7
6. Data protection and privacy 7
7. Raising concerns 7
8. Educating pupils about AI 8
9. Use of AI by pupils 8
10. Formal assessments 9
11. Breach of this policy 9

School acknowledgement

Here at Redborne Upper School we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation. We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical implications, safeguarding and compliance with wider legal obligations.

Artificial Intelligence Policy

1. Aims and scope

1.1 The aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

1.2 This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT and Google Gemini (please note, this list is not exhaustive).

1.3 This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

Definitions

1.4 This policy refers to both 'open' and 'closed' generative AI tools, in terms of data protection. These are defined as follows:

- Open generative AI tools are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information.
- Closed generative AI tools are generally more secure, as external parties cannot access the data you input.

Legislation

1.5 This policy reflects good practice guidelines/recommendations in the following publications:

- AI regulation white paper, published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE)

1.6 This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020
- Data Protection Act 2018 (DPA 2018)

2. Regulatory principles

2.1 We follow the 5 principles set out in the AI regulation white paper.

2.2 **Safety, security and robustness -** We will ensure that AI solutions are secure and safe for users and protect users' data. We will ensure we can identify and rectify bias or error and

anticipate threats such as hacking.

2.3 **Appropriate transparency and explainability -** We will be transparent about our use of AI, and make sure we understand the suggestions it makes

2.4 **Fairness -** We only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate.

2.5 **Accountability and governance -** We will ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI.

2.6 **Contestability and redress** - We will make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology. We will allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.

3. Roles and responsibilities

3.1 The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy.
- Ensure the AI lead (Ian Belcher) is appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school.
- Adhere to the guidelines below to protect data when using generative AI tools:
    - Use only approved AI tools
    - Seek advice from the data protection officer / IT / AI lead and the designated safeguarding lead, as appropriate
    - Check whether they are using an open or closed generative AI tool
    - Ensure there is no identifiable information included in what they put into open generative AI tools
    - Acknowledge or reference the use of generative AI in their work
    - Fact-check results to make sure the information is accurate

3.2 The headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school.
- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation.
- Liaise with the DSL to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy.
- Ensure that the guidance set out in this policy is followed by all staff.
- Ensure staff are appropriately trained in the effective use and potential risks of AI.
- Make sure pupils are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments.

3.2 The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

3.2 Our DPO is Andrew French and is contactable via andrew.french@redborne.com

3.3 The DSL is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE) and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

3.4 The school's DSL is Kirsty Wheeler and is contactable via kirsty.wheeler@redborne.com

3.5 As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

3.6 To protect data when using generative AI tools, staff must:
- Use only approved AI tools
- Seek advice from the data protection officer / IT / AI lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

3.7 All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning.

3.8 All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

4. Staff and governors' use of AI

Approved use of AI

4.1 We are committed to helping staff and governors reduce their workload.

4.2 Generative AI tools can make certain written tasks quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert.

4.3 AI can often be used to give students more detailed feedback on their work than teachers could realistically provide. This can be a valuable tool to personalise learning for students. However, all feedback given must be checked carefully by the teacher before it is given to students.

4.4 Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

4.5 Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

4.6 Always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate.

5. Process for approval

5.1 Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload.

5.2 Staff should contact the headteacher to discuss any ideas they may have with regards to using AI, so the headteacher can take the suggestions forward if they deem it to be a satisfactory new method of working.

5.3 The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments.

6. Data protection and privacy

6.1 To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

6.2 If personal and/or sensitive data is entered into an unauthorised generative AI tool, Redborne Upper School will treat this as a data breach.

6.3 Most generative AI tools use inputs submitted by users to train and refine their models. Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

6.4 Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright. Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

6.5 We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

6.6 We will ensure we can identify and rectify bias or error by training staff in this area.

6.7 We also regularly review our use of AI to identify and correct any biases that may arise.

6.8 If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure.

7. Raising concerns

7.1 We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

7.2 Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

Ethical and responsible use

7.3 We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's equality policy when using generative AI tools
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it

7.4 Staff and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

8. Educating pupils about AI

8.1 Here at Redborne Upper School we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society.

8.2 Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

8.3 Pupils are taught in our curriculum about the potential benefits of using AI tools to aid their learning. The assembly programme also supports the effective use of AI, with regards to non-examined assessments.

9. Use of AI by pupils

9.1 We recognise that AI has many uses to help pupils learn.

9.2 Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images

9.3 All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

9.4 AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments, including internal and external assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

9.5 Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

9.6 We consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in our exam policy.

9.7 Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils
- Input offensive, discriminatory or inappropriate content as a prompt

10. Formal assessments

10.1 We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. See our exams / assessment policy for more details.

10.2 We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on AI use in assessments.

11. Breach of this policy

11.1 Breach of this policy by staff will be dealt with in line with our staff disciplinary policy.

11.2 Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

11.3 Staff members will be required to cooperate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

11.4 You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

11.5 Any breach of this policy by a pupil will be dealt with in line with our behaviour policy and, if required, our child protection and safeguarding policy.